



**2010**

**STUDENT PROGRAM CURRICULUM TEMPLATE & GUIDE**

<b>Host Institution</b>	Southern California Council of Chinese Schools	
<b>Program Name</b>	STARTALK SCCCS West LA Chinese Language for K-2 – “The Panda Bear’s Chinese Adventure”	
<b>Language(s)</b>	Chinese	
<b>Age of Students</b>	5 - 7	
<b>Target Proficiency Level</b>	Novice Med	
<b>Program Setting</b>	Residential____	
	Non-residential__ <u>X</u> __	
	Distance/Online Component____	
	Other____ (Please specify)	
<b>Duration</b>	Weeks: 5 weeks	Contact Hours: 75 hours
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**A. Brief Description of Program** (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?

You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.

“The Panda Bear’s Chinese Adventure” is a Dual Language Immersion program for K-2 students. This program is set to help incoming kindergarteners and 1<sup>st</sup> graders to get ready for the September Dual Language class. Students will acquire and build Chinese language ability through interdisciplinary Social Science content topics on family and community. Mathematics

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concepts include: time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year); Visual and Performance Arts (color/shape/ form) and Life Science (Body parts). Students will perform at the Novice level in listening, speaking, reading, and writing Chinese.

### B. Program Theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

All About Me.

### C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

	Subthemes
Unit 1	Family
Unit 2	Body Parts
Unit 3	Calendar
Unit 4	Colors and Shapes
Unit 5	School and Schedule

### D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Goals	Standards	Students Can...
Communication	1.1 Interpersonal	<ul style="list-style-type: none"><li>• Say the names of their family members</li><li>• Introduce themselves by saying their names and age.</li><li>• Name body parts</li><li>• Say the dates</li><li>• say the colors and shapes</li><li>• say the daily schedule</li></ul>
	1.2 Interpretive	<ul style="list-style-type: none"><li>• Read simple books in Chinese created by teacher on I Love My Family , A Very Hungry Caterpillar, Colors and Balloons and Body Parts.</li></ul>

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		<ul style="list-style-type: none"> <li>Associate picture with Chinese characters</li> </ul>
	1.3 Presentational	<ul style="list-style-type: none"> <li>Sing songs associated with themes they learned. Read the small books they made in the class.</li> </ul>
Cultures	2.1 Practices	<ul style="list-style-type: none"> <li>Address to teachers, adults in culturally appropriate manner.</li> <li>Say the dates in the order of year, month and days.</li> </ul>
	2.2 Products	<ul style="list-style-type: none"> <li>Recognize structure of Chinese characters.</li> <li>Make family album.</li> </ul>
Connections	3.1 Knowledge of Other Disciplines	<ul style="list-style-type: none"> <li>Count 1-50.</li> <li>Do simple addition and subtraction.</li> <li>Understand the concept of more and less.</li> <li>Name the geometry shapes.</li> <li>Say colors.</li> <li>Say the school environment and settings such as classroom, playground, office.</li> </ul>
	3.2 Distinctive Viewpoints	<ul style="list-style-type: none"> <li>Express like and dislike about things they learned.</li> </ul>
Comparisons	4.1 Nature of Language	<ul style="list-style-type: none"> <li>Use “不” as indicator for negative statement.</li> </ul>
	4.2 Nature of Culture	<ul style="list-style-type: none"> <li>Bow to adults naturally as of showing respect.</li> </ul>
Communities	5.1 Beyond the School Setting	<ul style="list-style-type: none"> <li>Play with other children using Chinese language.</li> <li>Teach parents simple Chinese words.</li> <li>Sing the Chinese songs learned in Chinese to family members.</li> </ul>
	5.2 Life-long Learners	<ul style="list-style-type: none"> <li>Continue the Chinese language class in September when enter to Kindergarten or 1<sup>st</sup> grade Chinese Dual Language Immersion Program.</li> </ul>

### E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/practices/

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perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, Linguafolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21<sup>st</sup> Century.

Thematic Knowledge and Skills	
Students Can	Students Use
<ul style="list-style-type: none"> <li>• <b>Count 1-50.</b></li> <li>• <b>Do simple addition and subtraction.</b></li> <li>• <b>Sing song about family members.</b></li> <li>• <b>Say today, yesterday, tomorrow's dates, days of week and weathers.</b></li> <li>• <b>Name body parts.</b></li> <li>• <b>Name colors.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Count numbers in Chinese.</b></li> <li>• <b>Math concept to write simple addition number sentences.</b></li> <li>• <b>Scissors to cut out the Chinese characters provide by teachers and place them next to their family member pictures.</b></li> <li>• <b>Manipulative tools to place month, days, and day of week correctly on the calendar.</b></li> <li>• <b>Magazine provided by teachers to find body parts and places the body parts next to the Chinese characters provided by teachers.</b></li> <li>• <b>Crayons to color items appropriately.</b></li> </ul>

### F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

**Interpretive tasks: Read the books they made in class. Follow teacher's comments to complete the worksheets or activities.**

**Interpersonal tasks: express like and dislike about the things they learned. Communicate with teachers on what school supply they need. Say greeting to teachers and peers.**

**Presentational tasks: Make a family album and label family members names. Make their own reading books on body parts. Make a daily schedule. Draw a simple school map and label location of classroom, playground and office. Make a book on days of week, fruits and colors using the format of the children’s book “A Very Hungry Caterpillar.”**

### G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

Examples	Brief description
<ul style="list-style-type: none"> <li>Family Album</li> <li>Self-made book: I can turn my head.</li> <li>Self-made book: Red Balloon</li> <li>Self-made book: A Very Hungry Fish.</li> <li>School Map</li> <li>Daily Schedule</li> </ul>	<ul style="list-style-type: none"> <li>On a pre-made blank family album, students bring family members pictures. Students cut out the pictures and glue them on pages with proper Chinese characters indicated family members.</li> <li>On a small book made of construction paper, students cut out the body parts from magazine and glue them properly on each page indicate the correct body parts.</li> <li>On a small book, students color the shapes according to given words of colors.</li> <li>On a small book, students draw one kind of fruit on each page. For example, students will draw one red Apple for Monday, two green pears for Tuesday, vice versa. On the bottom of the page, students will cut out the Chinese characters that indicate quantity, colors and fruit name.</li> <li>Students cut out the Chinese characters and label it on a given school map with pictures of settings.</li> <li>Students make a small book of their daily schedule.</li> </ul>

### H. Instructional Strategies

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How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	There will be two teachers co-teaching in the classroom. The teacher who is teaching for the day will only use Chinese language during teaching. Class will conduct 100 % in target language only. The other co-teacher will use English to help resolve issue when the instruction is not clear in the target language.
Facilitate student-centered learning	The lesson design will based on students interest and age appropriate. Most of activities will let students use crayons to color and scissors to cut out words or pictures. Students will use manipulative tools such as vocabulary cards to match picture cards. Students at this age learn better with Kinesthetic body movement. Students will acquire language through singing, nursery rhymes and body movements.
Ensure meaningful interaction in the target language	We will have two language teachers co-teaching one class. Co-teaching will best serve the needs of struggling learners. The partnership lowers the teacher-to-student ratio and provides comprehensive instruction for all students.
Integrate language, culture and content	Classroom environments are discourse-rich Chinese language and culture are integrated in daily lesson plans.
Differentiate instruction based on student need	For the co-teaching team, one teacher will served as the main teacher, the other teacher will serve as an assistant teacher. When differentiated instruction is needed, the assistant teacher will work with the small group. The small group will could be either advanced students or students who need more support to complete the task.

### I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	There is no textbook will be used for this curriculum.
Realia / Authentic materials	Chinese calendar
Multimedia	Document reader, power point presentation, computer, projector.
Other	Book: A Very Hungry Caterpillar. Chinese nursery rhymes and songs.

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### **J. Technology**

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological Tools	Explanation
Computer	Teacher will be able to use computer to show students the power point presentation for the lesson.
Document reader	Teacher will use the Document reader to model students how to work on the worksheet.

## **For Your Reference**

### **Standards for Foreign Language Learning in the 21<sup>st</sup> Century**

#### *Goal 1: Communication*

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

#### *Goal 2: Cultures*

Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### *Goal 3: Connections*

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### *Goal 4: Comparisons*

Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### *Goal 5: Community*

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.



## **Communicative Modes**

### Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

### Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

### Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

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National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21<sup>st</sup> century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.